


Portfolio

Wisconsin Cooperative Education Skill Certification Child Services

Coop Areas Completed	Student Information								
<p>1. Core Employability Competencies</p> <p>2. Child Care Services</p> <ul style="list-style-type: none"> • Introduction to Child Care Services • The Center Environment • The Children • Guiding Children • Classroom Activities/Curriculum • Occupational Relationships • Professional Development • Food and Nutrition • Health and Safety • Special Needs <div data-bbox="239 1166 785 1315"> <p>Start Date _____</p> <p>End Date _____</p> </div>	<table border="1"> <tr> <td data-bbox="869 532 1654 573">Student</td> <td data-bbox="1654 532 1875 573">Phone</td> </tr> <tr> <td data-bbox="869 630 1654 670">School</td> <td data-bbox="1654 630 1875 670">Phone</td> </tr> <tr> <td data-bbox="869 727 1654 768">Teacher Coordinator</td> <td data-bbox="1654 727 1875 768">Phone</td> </tr> <tr> <td data-bbox="869 824 1654 865">Workplace Mentor</td> <td data-bbox="1654 824 1875 865">Phone</td> </tr> </table> <div data-bbox="869 914 1419 1357"> <p>Other Information:</p> </div> <div data-bbox="1430 938 1885 1349">  </div>	Student	Phone	School	Phone	Teacher Coordinator	Phone	Workplace Mentor	Phone
Student	Phone								
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Workplace Mentor	Phone								

Child Services Skill Standards Rating Scale

- 3 Proficient—able to perform entry-level skills independently.
 2 Intermediate—has performed tasks; however, may need additional training or supervision.
 1 Introductory—is familiar with process but is unable, or has not had the opportunity, to perform task; additional training is required.
SB School Based
WB Work Based

Description of Skills	Rating Scale			Initials		Comments
	3	2	1	SB	WB	

PART ONE: Core Employability Competencies

22 competencies must be achieved at level 2 or 3

Basic Skills

1. Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.						
2. Writing—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs and flow charts.						
3. Mathematics—Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.						
4. Listening—receives, attends to, interprets, and responds to verbal messages and other cues.						
5. Speaking—organizes ideas and communicates orally.						
6. Career Development—understands application process, develops personal career goals, understands individual potential.						

Personal/Interpersonal Skills: Displays responsibility, self-esteem, sociability, self-management, integrity and honesty, and extends these skills to facilitating working well with others

7. Demonstrates integrity/honesty and chooses ethical courses of action.						
8. Serves clients/customers, working to satisfy customer's expectations.						
9. Participates as a member of a team, contributing to group efforts.						
10. Demonstrates leadership skills, including teaching others new skills.						
11. Works well with women and men from diverse backgrounds.						
12. Accepts criticism and applies suggestions for improvement.						
13. Identifies needs and communicates in appropriate manner.						

Thinking/Information Processing Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reason, and acquire and utilize information to aid these processes where necessary

14. Organizes, maintains, interprets, communicates information, using computers to aid this task where necessary.						
15. Recognizes problems and devises and implements plans of action.						
16. Generates new ideas through creative thinking.						
17. Makes decisions through specifying goals and constraints, generating alternatives, considering risks, and evaluating and choosing the best alternatives.						
18. Uses efficient learning techniques to acquire and apply new knowledge and skills.						

Systems/Technology: Understands complex interrelationships of systems and works with a variety of technologies

19. Knows how social, organizational, and technological systems work and operates them effectively.						
20. Understands relationships among technological functions, pinpoints errors in technologies' performance and corrects problems in operations.						
21. Selects the appropriate tools or equipment for a task, including computers and related technologies.						
22. Understand the function and proper procedures for technologies related to a task.						
23. Prevents, identifies, or solves problems with equipment, including computers and other technologies.						
24. Understands basic safety precautions and takes measures to implement them.						

Description of Skills	Rating Scale			Initials		Comments
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PART TWO: Child Care Services Competencies						
Introduction to Child Care Services						
5 competencies must be achieved at level 2 or 3						
1. Describes the necessity for and purpose of group care for young children.						
2. Describes the services that quality child care programs provide.						
3. Describes types of child care programs such as: parent cooperative; chain; sick child care; nursery; school-age; church sponsored; employer-sponsored; family child care; group child care and Montessori.						
4. Describes the typical staffing positions used in child care centers.						
5. Explains staff roles, responsibilities and qualifications of personnel within a child care center.						
The Center Environment						
6 competencies must be achieved at level 2 or 3						
1. Identifies and applies state child care regulations relating to indoor and outdoor environments.						
2. Selects, organizes and justifies space, equipment and materials according to group size and age of children.						
3. Selects and arranges equipment, materials and space for: block building, art, dramatic play, woodworking, science, mathematics, music, language arts, food activities, small manipulative activities, and large muscle activities.						
4. Uses space, materials, and routines as resources to construct an inviting, secure and safe environment that encourages play, exploration and learning.						
5. Describes how the center's goals and philosophy are reflected in the child care environment.						
6. Applies safety principles used in supervising the physical space of a child care center.						
7. Provides a physically safe and emotionally secure environment for children both inside and outside the center.						
The Children						
9 competencies must be achieved at level 2 or 3						
1. Arranges and encourages physical activities appropriate for children's cognitive, social, and emotional development.						
2. Assesses, through observation, cognitive development and emotional readiness for new learning opportunities.						
3. Relates theories of child development to classroom situations.						
4. Demonstrates understanding and respect for each child's gender, family, race, language and culture.						
5. Describes characteristics of children at different ages and stages of development.						
6. Describes the purposes of observation in early childhood settings.						
7. Develops skill in observing and recording developmental information about children.						
8. Modifies the environment to meet the changing abilities, needs, and interests of children.						
9. Plans for and supports children's basic needs.						
10. Understands the stages of social/emotional development and helps children deal with issues such as: separation; anxiety; negative behavior; shyness; gender identity; and friendship.						
Guiding Children						
11 competencies must be achieved at level 2 or 3						
1. Demonstrates a variety of techniques for positive guidance.						
2. Demonstrates developmentally appropriate behavior management skills.						
3. Understands and follows the center's guidelines and policies regarding children's behavior.						
4. Describes how parenting styles, family structure, cultural and economic background influence children.						
5. Plans daily schedules which meet developmentally appropriate needs of children and assures that each child receives individual attention.						
6. Provides simple and consistent routines for mealtimes, naps, arrivals, departures and cleanup						

<i>Description of Skills</i>	Rating Scale			Initials		<i>Comments</i>
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that supports children's learning.						
7. Plans and implements transitions from one activity to another with appropriate lead time and clear directions.						
8. Guides children in assuming responsibility for correct use and care of equipment and materials.						
9. Provide experiences which foster cooperation and respect for feelings and property of others.						
10. Provides opportunities and support for children to understand and use verbal and non-verbal communication skills.						
11. Supervises and comforts children who are emotional upset or ill.						
12. Builds a trusting relationship with each child .						

Classroom Activities/Curriculum

6 competencies must be achieved at level 2 or 3

1. Uses children's developmental stages, needs, and interests to plan curriculum (themes and content of activities).						
2. Provides a variety of developmentally appropriate activities related to areas of development; cognitive, social, emotional and physical.						
3. Selects and uses multicultural and anti-bias materials and experiences in curriculum.						
4. Plans, implements, and evaluates developmentally appropriate activities for each curricular area including: language arts, art, music, dramatic play, science, math, physical activities, and social studies.						
5. Writes daily and block lesson plans for individual, small and large group activities.						
6. Provides a balance of child-selected and teacher-directed activities.						
7. Provides a variety of learning activities to accommodate various learning styles.						

Occupational Relationships

7 competencies must be achieved at level 2 or 3

1. Develops and supports an open, friendly, and cooperative relationship with each child's family.						
2. Encourages family involvement in the program.						
3. Supports the child's relationship with their family.						
4. Utilizes available community and referral services.						
5. Demonstrates effective written and interpersonal communication strategies.						
6. Demonstrates an open, friendly, cooperative and supportive relationship with co-workers.						
7. Demonstrates a commitment to team functioning and development.						
8. Demonstrates and evaluates methods of conflict resolution.						

Professional Development

11 competencies must be achieved at level 2 or 3

1. Models a positive attitude in the workplace.						
2. Identifies continuing education opportunities in child care.						
3. Identifies those state licensing rules for which the teacher has responsibility.						
4. Identifies child care resources, such as publications, organizations and suppliers.						
5. Explores networking opportunities to improve personal and professional competence.						
6. Explores child care issues at local, state and national levels.						
7. Practices standards of confidentiality.						
8. Seeks out instruction and guidance from supervisors.						
9. Follows personnel policies.						
10. Recognizes ways of dealing with stress in the work setting.						
11. Explains rights and responsibilities of employment under state and federal labor laws.						
12. Practices time management techniques.						

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Food and Nutrition							
5 competencies must be achieved at level 2 or 3							
1. Models appropriate eating practices and manners during meal and snack time.							
2. Plans menus using USDA guidelines, licensing requirements and age appropriate foods.							
3. Plans and implements activities using food which encourages assistance from children.							
4. Describes food born illnesses and sanitation practices to prevent them.							
5. Demonstrates appropriate hand washing.							
6. Uses sanitation practices to prevent disease and food-borne illnesses.							
Health and Safety							
20 competencies must be achieved at level 2 or 3							
1. Identifies first aid procedures.							
2. Identifies CPR skills for children.							
3. Describes liability and safety precautions when transporting children.							
4. Describes status of children observation procedures related to morning arrival.							
5. Identifies procedures to follow if a child becomes ill during the hours of operation.							
6. Demonstrates sanitary procedures with children including universal precautions.							
7. Recognizes and assists with the provisions of a safe indoor and outdoor child care center environment.							
8. Practices appropriate supervision of children to ensure safety.							
9. Participates in evacuation and emergency plans.							
10. Adheres to child care licensing regulations concerning health and safety of children.							
11. Explains the use for forms required by licensing regulations.							
12. Identifies communicable diseases frequently seen in children and know reporting procedures.							
13. Identifies ways to prevent communicable diseases in child care setting.							
14. Describes proper procedure for storing and administering medication according to licensing regulations.							
15. Identified appropriate protective behaviors to teach young children.							
16. Identifies appropriate methods used to teach children personal health and safety.							
17. Demonstrates safety procedures by being alert to situations involving health hazards or child safety.							
18. Demonstrates center safety rules with children.							
19. Knows procedures needed to report licensing violations.							
20. Recognizes child abuse and neglect.							
21. Understands legal responsibility to report as a mandated reporter.							
Special Needs							
5 competencies must be achieved at level 2 or 3							
1. Identifies special needs laws affecting early childhood centers.							
2. Identifies misconceptions and attitudes society may have toward children with special needs.							
3. Identifies common disabilities in children.							
4. Explains the importance of early identification and intervention for children with special needs.							
5. Explains the referral process used for a child exhibiting developmental delays.							
6. Identifies resources and agencies in the community to aide and support teachers and parents of children with special needs.							

The Competencies in This Portfolio Have Been Endorsed By:



Family, Career and Community
Leaders of America



Wisconsin Association
for Leadership in
Education and Work



Wisconsin Department
of Health and Family
Services



Wisconsin Association
for Career and Technical
Education



Wisconsin
Early Childhood
Association



Wisconsin
Technical College
System



Wisconsin
Child Care
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